

BATTERY PARK ELEMENTARY

1467 Battery Park Road
Nesmith, South Carolina 29580

GRADES K-6 Elementary School

ENROLLMENT 189 Students

PRINCIPAL Dr. Teresa H. Wright 843-558-5233

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille B. Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	8	47	43	3

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Average	Below Average	No
2004	Good	Excellent	Yes

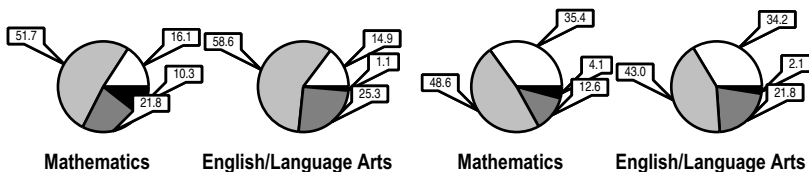
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	104	99.0	22.1	53.7	23.2	1.1	36.8	Yes	Yes
Gender									
Male	47	97.9	34.1	51.2	14.6	0.0	22.0		
Female	57	100.0	13.0	55.6	29.6	1.9	48.1		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	103	99.0	21.3	54.3	23.4	1.1	37.2	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	78	100.0	15.1	54.8	28.8	1.4	43.8		
Disabled	26	96.2	45.5	50.0	4.5	0.0	13.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	104	99.0	22.1	53.7	23.2	1.1	36.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	104	99.0	22.1	53.7	23.2	1.1	36.8		
Socio-Economic Status									
Subsidized meals	102	99.0	21.5	54.8	22.6	1.1	36.6	Yes	Yes
Full-pay meals	2	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	104	99.0	23.2	47.4	20.0	9.5	44.2	Yes	Yes
Gender									
Male	47	97.9	34.1	51.2	9.8	4.9	29.3		
Female	57	100.0	14.8	44.4	27.8	13.0	55.6		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	103	99.0	22.3	47.9	20.2	9.6	44.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	78	100.0	13.7	49.3	24.7	12.3	56.2		
Disabled	26	96.2	54.5	40.9	4.5	0.0	4.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	104	99.0	23.2	47.4	20.0	9.5	44.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	104	99.0	23.2	47.4	20.0	9.5	44.2		
Socio-Economic Status									
Subsidized meals	102	99.0	22.6	48.4	19.4	9.7	44.1	Yes	Yes
Full-pay meals	2	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	26	100.0	28.6	61.9	N/A	9.5	9.5
	Grade 4	20	95.0	35.3	52.9	11.8	N/A	11.8
	Grade 5	35	100.0	46.7	50.0	3.3	N/A	3.3
	Grade 6	30	96.7	48.1	25.9	22.2	3.7	25.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	34	97.1	18.2	45.5	33.3	3.0	36.4
	Grade 4	18	100.0	23.5	58.8	17.6	N/A	17.6
	Grade 5	26	100.0	30.8	57.7	11.5	N/A	11.5
	Grade 6	26	100.0	23.1	61.5	15.4	N/A	15.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	26	100.0	33.3	61.9	N/A	4.8	4.8
	Grade 4	20	95.0	5.9	82.4	5.9	5.9	11.8
	Grade 5	35	100.0	33.3	56.7	6.7	3.3	10.0
	Grade 6	30	96.7	22.2	48.1	18.5	11.1	29.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	34	97.1	36.4	39.4	18.2	6.1	24.2
	Grade 4	18	100.0	17.6	52.9	11.8	17.6	29.4
	Grade 5	26	100.0	19.2	65.4	11.5	3.8	15.4
	Grade 6	26	100.0	11.5	42.3	34.6	11.5	46.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 189)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	9.0%	Down from 12.4%	3.6%	2.7%
Attendance rate	99.5%	Up from 95.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.6%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	12.6%		5.7%	3.5%
Eligible for gifted and talented	3.6%	Up from 0.0%	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	20.0%	Up from 0.0%	8.0%	8.2%
Older than usual for grade	9.0%	Down from 9.8%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 13)				
Teachers with advanced degrees	38.5%	Down from 46.7%	47.9%	51.4%
Continuing contract teachers	69.2%	Up from 60.0%	78.3%	87.5%
Highly qualified teachers**	100.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	25.0%		3.6%	0.0%
Teachers returning from previous year	79.3%	Up from 73.2%	82.1%	86.7%
Teacher attendance rate	93.4%	Down from 95.6%	94.7%	94.9%
Average teacher salary	\$37,983	Up 1.0%	\$38,895	\$40,760
Prof. development days/teacher	15.0 days	Up from 9.8 days	13.3 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 19.0 to 1	16.8 to 1	18.9 to 1
Prime instructional time	87.2%	Down from 88.4%	88.9%	90.0%
Dollars spent per pupil*	\$7,776	Up 1.3%	\$7,049	\$6,044
Percent of expenditures for teacher salaries*	58.6%	Down from 64.4%	63.9%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	95.2%	Down from 97.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We feel that we made a lot of progress this year towards accomplishing our school's mission of providing a rich, nurturing environment to link the home, school, and community in the educational process. Our top priority was to improve our student achievement by continuing to implement an innovative instructional program that was standards-based and one that served the specific needs of our children. We continued to implement effective writing strategies and problem-solving skills across the curriculum, and hands-on instruction where applicable. Our faculty and staff also did a wonderful job of using technology to enhance learning experiences.

Our after-school tutorial programs and homework center were successful this year in accelerating the academic growth for most of the students who participated in them.

We also continued to collaborate with the Williamsburg County Vital Aging Board, which sponsored the Foster Grandparents Program, allowing senior citizens to volunteer on a daily basis and to provide more one-on-one assistance for our children in need.

We were fortunate to have two of our teachers, Mrs. Deloris N. Pressley and Mrs. Jacqueline W. Simmons, serve as part-time Curriculum and Instruction Facilitators assigned by the state department. They planned and implemented very useful professional development sessions for all members of our instructional staff.

Our Big Bucks Adventure Program, which is an incentive program for our school-wide Character Education Program, continued to flourish. We received increased support from the Williamsburg County Council to make this program available for our children. We sincerely thank our area councilman, the Honorable W. B. Wilson, for his continuing support of our school.

At Battery Park Elementary School, we believe that each child has the potential to achieve success. We are committed to professional growth for ourselves and to providing and maintaining a safe learning environment that nurtures our children and enables them to become productive members of society.

Rhonda L. Robinson
Principal

Rev. Carl Anderson
Chairperson, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	23	15
Percent satisfied with learning environment	100.0%	72.7%	80.0%
Percent satisfied with social and physical environment	100.0%	65.2%	86.7%
Percent satisfied with home-school relations	71.4%	91.3%	93.3%

*Only students at the highest elementary school grade level at this school and their parents were included.